



## Standard 1

### Strategies and Applications

*Students formulate thoughtful judgments about oral communication. They deliver focused and coherent presentations that convey clear and distinct perspectives and demonstrate solid reasoning. Students deliver polished formal and extemporaneous presentations that combine traditional speech strategies of narration, exposition, persuasion, and description. They use gestures, tone, and vocabulary appropriate to the audience and purpose. Students use the same Standard English conventions for oral speech that they use in their writing.*

### Comprehension

SPC.1.1 Summarize a speaker's purpose and point of view, discuss, and ask questions to draw interpretations of the speaker's content and attitude toward the subject. [11.7.1/12.7.1]

### Organization and Delivery of Oral Communication

SPC.1.2 Use rhetorical questions (questions asked for effect without an expected answer), parallel structure, concrete images, figurative language, characterization, irony, and dialogue to achieve clarity, force, and artistic effect. [11.7.2/12.7.2]

SPC.1.3 Distinguish between and use various forms of logical arguments, including: [11.7.3/12.7.3]

- inductive arguments (*All of these pears are from that basket and all of these pears are ripe, so all of the pears in the basket are ripe.*) and deductive arguments (*If all men are mortal and he is a man, then he is mortal.*).
- syllogisms and analogies (assumptions that if two things are similar in some ways then they are probably similar in others).

SPC.1.4 Use logical, (*ad hominem*, arguing from a personal perspective; *ad populum*, appealing to the people) ethical, and emotional appeals that enhance a specific tone and purpose. [11.7.4/12.7.4]

SPC.1.5 Use appropriate rehearsal strategies to pay attention to performance details, achieve command of the text, and create skillful artistic staging. [11.7.5/12.7.5]

SPC.1.6 Use effective and interesting language, including informal expressions for effect, Standard English for clarity, and technical language for specificity. [11.7.6/12.7.6]

SPC.1.7 Use research and analysis to justify strategies for gesture, movement, and vocalization, including pronunciation, enunciation, and the use of dialect. [11.7.7/12.7.7]

SPC.1.8 Evaluate when to use different kinds of effects (including visuals, music, sound, and graphics) to create effective productions. [11.7.8/12.7.8]



## Analysis and Evaluation of Oral and Media Communications

- SPC.1.9 Analyze strategies used by the media to inform, persuade, entertain, and transmit culture (including advertising; perpetuating of stereotypes; and using visual representations, special effects, and language). [11.7.9/12.7.9]
- SPC.1.10 Analyze the impact of the media on the democratic process (including exerting influence on elections, creating images of leaders, and shaping attitudes) at the local, state, and national levels. [11.7.10/12.7.10]
- SPC.1.11 Interpret and evaluate the various ways in which events are presented and information is communicated by visual image-makers (such as graphic artists, documentary filmmakers, illustrators, and news photographers). [11.7.11/12.7.11]
- SPC.1.12 Critique a speaker's use of words and language in relation to the purpose of an oral communication and the impact the words may have on the audience. [11.7.12/12.7.12]
- SPC.1.13 Identify rhetorical and logical fallacies used in oral addresses including *ad hominem* (appealing to the audience's feelings or prejudices), false causality (falsely identifying the causes of some effect), red herring (distracting attention from the real issue), overgeneralization, and the bandwagon effect (attracting the audience based on the show rather than the substance of the presentation). [11.7.13/12.7.13]
- SPC.1.14 Analyze the four basic types of persuasive speech (propositions of fact, value, problem, and policy) and understand the similarities and differences in their patterns of organization and the use of persuasive language, reasoning, and proof. [11.7.14/12.7.4]
- SPC.1.15 Analyze the techniques used in media messages for a particular audience and evaluate their effectiveness (for example, Orson Welles' radio broadcast "War of the Worlds" by H. G. Wells). [11.7.15/12.7.15]

## Speaking Applications

- SPC.1.16 Deliver reflective presentations that: [11.7.16/12.7.16]
- explore the significance of personal experiences, events, conditions, or concerns, using appropriate speech strategies, including narration, description, exposition, and persuasion.
  - draw comparisons between the specific incident and broader themes and illustrate beliefs or generalizations about life.
  - maintain a balance between describing the incident and relating it to more general, abstract ideas.
- SPC.1.17 Deliver oral reports on historical investigations that: [11.7.17/12.7.17]
- use exposition, narration, description, persuasion, or some combination of those to support the thesis (the position on the topic).
  - analyze several historical records of a single event, examining each perspective on the event.
  - describe similarities and differences between research sources, using information derived from primary and secondary sources to support the presentation.
  - include information on all relevant perspectives and consider the validity (accuracy and truthfulness) and reliability (consistency) of sources.



SPC.1.18 Deliver oral responses to literature that: [11.7.18/12.7.18]

- demonstrate a comprehensive understanding of the significant ideas of literary works and make assertions about the text that are reasonable and supportable.
- present an analysis of the imagery, language, universal themes, and unique aspects of the text through the use of speech strategies, including narration, description, persuasion, exposition, or a combination of those strategies.
- support important ideas and viewpoints through specific references to the text and to other works.
- demonstrate an awareness of the author's style and an appreciation of the effects created.
- identify and assess the impact of ambiguities, nuances, and complexities within the text.

SPC.1.19 Deliver multimedia presentations that: [11.7.19/12.7.19]

- combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images.
- select an appropriate medium for each element of the presentation.
- use the selected media skillfully, editing appropriately and monitoring for quality.
- test the audience's response and revise the presentation accordingly.

SPC.1.20 Recite poems, selections from speeches, or dramatic soliloquies with attention to performance details to achieve clarity, force, and aesthetic effect and to demonstrate an understanding of the meaning (for example, stage a presentation of Hamlet's soliloquy "To Be or Not to Be" or Portia's soliloquy "The Quality of Mercy Is Not Strained" from *The Merchant of Venice*). [11.7.20/12.7.20]



## NOTES